



District of Columbia
Office of the State Superintendent of Education

2022-23 FACULTY AND STAFF DATA COLLECTION

Policy Guide

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Executive Summary

This document serves as the policy guide for the 2022-23 Faculty and Staff Data Collection. The Office of the State Superintendent of Education (OSSE) is required by the US Department of Education (USED) to collect a variety of metrics pertaining and related to faculty and staff employed in the District of Columbia educational system for federal reporting purposes. These purposes include:

- A. **EdFacts Reports:** OSSE is required to submit EDFacts reports to USED. EDFacts is the USED “initiative to collect, analyze, report on and promote the use of high-quality data.”
- B. **Federal Teacher Shortage Areas Report:** OSSE is required to submit data to USED to comply with the requirements of the following federal programs:
 - a. Family Federal Education Loan (FFEL) and Federal Supplemental Loans for Students (SLS) programs (34 CFR 682.210(q));
 - b. Federal Perkins Loan Program (34 CFR 674.53(c)); and
 - c. Teacher Education Assistance for College and Higher Education (TEACH) Grant Program (34 CFR 686).
- C. **DC School Report Card:** Federal and local statutes, including the Every Student Succeeds Act (ESSA), require OSSE to publish state and local report cards. The [DC School Report Card](#), gives families access to information on all public schools in the District of Columbia.
- D. **Equitable Access to Excellent Educators Calculations:** ESSA requires state education agencies (SEAs) and local education agencies (LEAs) to address any teacher equity gaps that are identified, ESSA § 1111(g) and § 1112(b)(2).

Further, DC Code § 38-2609(c)(2)(A) gives OSSE the authority to collect “necessary data pertaining to students, teachers, and school levels [which] shall be submitted to the OSSE for the purpose of constructing, updating, or maintaining the education data warehouse (EDW) system.” In addition, DC Code § 38-2609(c)(2)(B) states, “the requested data shall be submitted within a reasonable time, as determined by the OSSE, following a request, and in a standardized format to be established by the OSSE.”

Data Collection Timeline

Each LEA will receive its previously submitted staff data in the Faculty and Staff application. It is the responsibility of the LEA to review the data in the [Faculty and Staff Collection Application](#) and make updates, to reflect the 2022-23 school year roster.

Action	Date
Application Release [Receive SY2021-22 data]	Tuesday, Sept. 27, 2022
Last day to submit tickets via OSSE Support Tool (OST)	Friday, Oct. 15, 2022
Due Date [Application Closes becomes read-only]	Thursday, Oct. 27, 2022 [5 p.m.]
Certification	Friday, Oct. 28, 2022

Action	Date
	[9 a.m. to 5 p.m.]
Appeals Window	Monday, Oct. 31 to Nov. 4, 2022

*The earliest an LEA can submit its final roster is Tuesday, Oct. 5, 2022. **LEAs are required to certify the data submitted on Friday, Oct. 28, 2022 from 9 a.m. to 5 p.m.**

For a full list of data collection errors that will prevent the LEA from certifying or uploading data, please refer to the [Faculty and Staff Data Collection Errors and Anomalies](#) document. In the event an LEA would like to appeal during the appeals window, the LEA must write a letter addressed to Superintendent Grant requesting to appeal and outlining reasons why they want to do so. The LEA should email the letter to osse.superintendent@dc.gov and copy Elizabeth Ross, deputy assistant superintendent of Teaching and Learning (Elizabeth.Ross@dc.gov).

Training and Support

OSSE will provide training on the Faculty and Staff collection application and changes to data elements:


- **Faculty and Staff Data Collection Elements and Tool Webinars:**
 - [Sept. 15, 2022, 3-4:30 p.m. \(New* Data Managers\)](#)
 - [Sept. 29, 2022, 1-3 p.m.](#)
 - [Oct. 6, 2022, 1-3 p.m.](#)

*Returning data managers may attend if they will find it useful

LEAs may register to attend training [here](#). The trainings will be advertised at the monthly Data Discussions with LEA data managers and OSSE's weekly [LEA Look Forward newsletter](#). LEAs will also have the opportunity to submit tickets through the [OST](#) during the collection window.

Highlights in the 2022-23 School Year Collection

Each year, every District of Columbia LEA must complete the Faculty and Staff Data Collection. Below is a summary of key reminders and updates for the 2022-23 school year. Items marked as "new" below and throughout the document are different from the previous year's collection.

1. Each LEA must submit its 2022-23 Faculty and Staff data through the [Faculty and Staff data collection application](#).
2.  The [Faculty and Staff data collection application](#) will include pre-populated demographic information (as of Sept. 27, 2022) from the All Staff application
3. OSSE will implement data quality checks with specific requirements for each field. All

submissions with invalid records will be rejected.

4. LEAs will be required to certify their Faculty and Staff data on Friday, Oct. 28, 2022 through the [Faculty and Staff data collection application](#). For a full list of data collection errors that will prevent the LEA from certifying or uploading data, please refer to the Faculty and Staff Data Collection Errors document.
5. LEAs are required to submit demographic information for contracted related service providers.
6. LEAs are required to submit the last four digits of every staff member's Social Security number; the system will reject the submission if any required value is missing.
7. Some dropdowns have changed from the 2021-22 school year; please review the [2022-23 School Year Faculty and Staff Data Collection Dropdowns](#) document as the system will reject the LEA's submission if non-allowable values are submitted.
8. The 2022-23 school year data collection removes the question asking to whether a non-instructional staff supports students with mental wellness, behavior interventions and/or social and emotional skills.

Which Faculty and Staff should be included?

Each LEA must report teaching vacancies and staff roster information for all instructional, administrative, and support staff in the LEA and its schools. Teaching vacancy and staff roster information must include information on positions filled by direct hire or by contracting that can be considered part of the LEA's regular operations. The data reported to OSSE under this collection must represent each LEA's faculty and staff roster and teaching vacancies as of Oct. 5, 2022.

LEAs are required to report data on the following faculty and staff:

- All instructional, administrative and support staff in LEAs and schools filled by direct hire or by contracting;
- Long-term substitute teachers employed for four weeks or longer;
- Contract staff who contract directly with the LEA or school and are considered part of regular operations. Examples include:
 - Bus drivers (if buses are used regularly),
 - School nurses, and
 - Related service providers (e.g., audiologists, social workers, school psychologists, physical therapists, occupational therapists); and
- Staff employed by another entity that is contracted to provide work that can be considered part of the LEA's regular operations. Examples include:

- Related service providers,
- School security personnel provided by a private firm, and
- Charter school teachers who are employees of a charter school operator.

Which Faculty and Staff should be excluded?

LEAs should not report staff hired after Oct. 5, 2022 or any staff that is not part of the LEA's regular operations. For example:

- Student teachers (unless the position is part of the LEA's regular operation),
- Short-term substitutes employed fewer than four weeks in the same position,
- Contract employees who provide a non-regular service. Examples include:
 - Staff working for a firm hired to refurbish a school building (e.g., carpenters, electricians), and
 - Contract staff hired under contract with a food service firm (e.g., cooks and truck drivers who prepare and deliver meals once a week).

How is this connected to the All Staff Data Collection?

NEW!

This year, data will automatically export from the All Staff Data Collection to the Faculty and Staff application. Data managers will now see a spreadsheet with the following values pre-populated:

- Federal Role
- Local Staff ID
- First Name
- Last Name
- Middle Name
- Alias or Maiden Name
- SSN (Last four digits)
- DOB
- Gender
- Race
- Ethnicity
- Returning Employee (Teachers Only)
- Leave Date (Teachers Only)

The data from All Staff application shall be extracted as of Sept. 27, 2022 so updates should be made to reflect staffing as of Oct. 5, 2022. Data managers are still expected to check this data for accuracy and **should update both** the All Staff and Faculty and Staff applications if errors are found. All fields not listed above will need to be entered as usual.

How is the collection template organized?

The template is broken down into the separate worksheets based on the following role types:

- Vacancy;
- Teachers;
- School Administrators/Related Service Providers/Special Education Paraprofessionals;
and
- All other staff.

It is important to note that if a faculty or staff member holds multiple roles within the LEA that fall into different federal roles, the LEA should report the staff member in multiple collection templates. For example, a faculty/staff member that is a teacher and special education related service provider should be reported separately in both the “Teacher Data” template and the “School Administrators/ Related Service Providers/ Special Education Paraprofessionals” template. The chart below provides a summary of the collection templates and the federal roles found in each.

Collection Template	Federal Role
Vacancy and Teacher	<ul style="list-style-type: none"> • Teacher, Adult • Teacher, Elementary (grades 1-6) • Teacher, Kindergarten • Teacher, Pre-School and Pre-Kindergarten (grades preschool and pre-K) • Teacher, Secondary (grades 7-12)
School Administrators/ Related Service Providers/ Special Education Paraprofessionals	<ul style="list-style-type: none"> • Paraprofessional – Special Education • School Administrator - Principal/School Leader (designate ONE per school) • School Administrator - Other • Special Education Support Staff, Audiologist • Special Education Support Staff, Counselor/Rehabilitation Counselor • Special Education Support Staff, Interpreter • Special Education Support Staff, Medical/Nursing • Special Education Support Staff, Occupational Therapist • Special Education Support Staff, Orientation and Mobility Specialist • Special Education Support Staff, Physical Therapist • Special Education Support Staff, Psychologist • Special Education Support Staff, Recreation and Therapeutic Recreation Specialist • Special Education Support Staff, Social Worker • Special Education Support Staff, Speech Language Pathologist

Collection Template	Federal Role
All other staff	<ul style="list-style-type: none"> • Paraprofessional – General Education • Librarian/Media Specialist • Library/Media Support Staff • School Counselors/Directors, Secondary (Grades 7-12) • School Counselors/Directors, Elementary (preschool-Grade 6) • LEA Administrator • Instructional Coordinator and Supervisor • LEA Administrative Support Staff • School Administrative Support Staff • School Counselors/Directors • Student Support Staff • Other Support Staff • School Social Workers, Not Special Education Specific* • School Psychologists, Not Special Education Specific* • School Nurses, Not Special Education Specific* • Speech Language Pathologists, Not Special Education Specific*

*The introduction of these new roles will replace the Social Emotional Learning and Discipline Support Provider designation introduced in the 2021-22 Faculty and Staff Collection.

The following sections of the Policy Guide mirror the corresponding sections in the data collection templates. These sections include a brief narrative of the section, data elements, and frequently asked questions. Please refer to the [2022-23 School Year Faculty and Staff Data Collection Dropdowns](#) document for the list of permitted values.

Vacancy Information

LEAs must report all vacant teaching positions as of **Oct. 5, 2022.**

Metric	Description/Special Considerations
LEA Name	The name of the LEA that has the vacancy.
LEA Code	The unique OSSE-assigned identifier for LEAs, three to four digits. This field should have the LEA code that has the vacancy.
School Name	The name of the school that has the vacancy.
School Code	The unique OSSE-assigned identifier for schools, three to four digits. This field should have the school code that has the vacancy.
Federal Role	The vacant teaching position.
Subject	The vacant subject area.

Metric	Description/Special Considerations
Number of Vacant Teacher Full-time employment (FTE) positions	The total number of vacant FTE teacher positions.

Similar to the Faculty and Staff Data Collection in the 2022-23 school year, the LEA should report the total number of vacant FTEs by school, role and subject, rather than reporting each vacant FTE on a separate row. For example, if the LEA has three vacant, full-time, elementary math positions, it must indicate the school name/code that has the three vacant positions. This LEA would select “Teacher, Elementary (grades 1-6),” for “federal role”; “General Mathematics,” for “subject”; and “3,” for number of vacant FTEs.

Frequently Asked Questions

- **Is an LEA required to report all vacancies?** It depends upon when those vacancies are measured. LEAs are required to report teaching positions that are vacant on Oct. 5. Any positions that are filled before Oct. 5 or become vacant after Oct. 5 should not be included.

Staff Member Identifiers and Demographic Information

NEW!

The Staff Member Identifiers and Demographic Information section will be pre-populated with data from the All Staff application this year. Data managers should verify the data are correct and update both applications if there are errors. The data are required for every staff member (permanent hire or contractor) that can be considered part of the LEA’s regular operations as of **Oct. 5, 2022**, regardless of the staff member’s role in the LEA.

Metric	Description/Special Considerations
Last Name	The legal last name of the faculty or staff member.
First Name	The legal first name of the faculty or staff member.
Middle Name	The legal middle name of the faculty or staff member.
Alias or Maiden Name	Any alternate or maiden name of the faculty or staff member. Any additional names or previous names that the faculty or staff member may have had.
SSN	The last four digits of the staff member’s Social Security Number or the last four digits of the staff member’s Individual Taxpayer Identification Number (ITIN).
Local Staff ID	The ID assigned to a staff member by your internal system.
Date of Birth	The month, day, and year on which the faculty or staff member was born.
Gender	A coded value representing the staff member’s reported gender.
Race	The reported race/ethnicity of the faculty or staff member.
Ethnicity	The reported ethnicity of the faculty or staff member.

Frequently Asked Questions

- **Is the LEA required to submit demographic information for the contracted related service providers?** Yes, if the LEA receives funding under the Individuals with Disabilities Education Act (IDEA), the LEA is required to provide the contractor's full name, date of birth, and the last four digits of Social Security Number. OSSE understands that it may be more difficult to gather these data than other faculty and staff data. However, these data are federally required and must be submitted by all LEAs. Accordingly, OSSE recommends that as LEA Special Education Directors develop agreements with contractors/vendors who may be providing these services, the agreement should explicitly require these data be provided to the appropriate person at the LEA or school.
- **Is an LEA required to submit demographic information for staff that work at schools outside of its LEA?** LEAs are required to submit demographic information for individuals employed by the LEA who work at other LEAs in the district. During data validation, the LEAs are required to work together as the data will appear on the report cards for the LEA/school for which the staff member provides direct services to students.
- **Are the last four digits of a staff member's Social Security Number (or ITIN) and date of birth required fields?** Yes, these metrics are required. OSSE requires each staff member's full name, date of birth, and last four digits of Social Security Number (or ITIN) in order to create the Unique Faculty and Staff Identifier (USFI) to link data across school years. If any of these data are missing, an LEA will not be able to certify its data.
- **What can an LEA do if Microsoft Excel rejects the first zero of an employee's social security number?** If Excel drops the first zero of the employee's social security number, please select the cells in Excel, select "format cells" and change the format of the cell to text.
- **Will the record be rejected if the staff member does not have a social security number or the last four digits of the staff member's Individual Taxpayer Identification Number (ITIN)?** Yes, the system will not accept any record without the last four digits of a staff member Social Security Number or the last four digits of the staff member's ITIN.
- **Can an LEA select multiple race/ethnicities for a staff member?** No, OSSE requires LEAs to use the following federal race categories:
 - American Indian/Alaskan Native
 - Asian
 - Black/African American
 - Two or More Races
 - Pacific Islander/Native Hawaiian

- White/Caucasian
- Other
- Unknown

If a staff member has multiple races, then an LEA should select the “Two or more races” category.

- **How should an LEA indicate if a staff member identifies as Hispanic?** To align with its [student data collection](#), OSSE has added an ethnicity field. If a staff member is Hispanic/Latino, then an LEA would select “Hispanic/Latino” for the ethnicity field.
- **Should student teachers be included in this data collection?** Student teachers should be excluded from this data collection unless they have been hired by the LEA or are contracted to fill a position that is part of the LEA’s regular operation.
- **Should substitute teachers be included in this data collection?** Long-term substitute teachers, where “long-term” is defined as any substitute who is serving four weeks or longer in the same position, as of Oct. 5, 2022 should be included in this data collection. Consistent with federal definitions, long-term substitutes should be categorized as “Student Support Staff.” Short-term substitutes (serving fewer than four weeks) should be excluded from this data collection.
- **Why does OSSE ask for a Local Staff ID?** The Local Staff ID data element is optional; however, providing the Local Staff ID will help OSSE uniquely identify staff members and may make it easier for an LEA to match employee data in future data collection templates.
- **Why is date of birth a required data element?** The date of birth data element helps OSSE generate the UFSI. Please note, if this data element is missing, an LEA will be unable to certify its data.
- **What if a staff member’s gender, race or ethnicity is unknown?** Gender, race and ethnicity are required data elements. If a staff member did not report that information to the LEA, please select “unknown” for those data fields.

Returning Status

OSSE will roll over all the faculty and staff data from the 2021-22 school year to the 2022-23 school year application. In the Returning Status section, LEAs will indicate the returning status of every staff member at their LEA, regardless of role type.

NEW!

Staff members identified as Leavers shall not be included in the pre-populated roster from the All-Staff collection with exception of teachers. A staff member with a Teacher Federal role and who has left the LEA shall be pre-populated in the Faculty & Staff app as a Leaver-LEA to allow LEAs to provide Performance Ratings.

Metric	Description/Special Considerations
Returning Employee	The staff member's returning status.
Leave Date	The employee's last day of employment at the LEA. This metric is only required for staff members whose returning status is "leaver."

Frequently Asked Questions

- **What if an LEA's first operating year is the 2022-23 school year?** If your LEA is newly opened in the 2022-23 school year, report every employee as a "New Employee."
- **What if an employee transferred to another school in the same LEA?** If an employee transferred to a school inside the same LEA, report the employee as "Transfer - New School/Federal Role/Subject."
- **What if an employee works part-time at two different schools inside the LEA?** If a staff member serves multiple schools, report each school the staff member serves along with the portion of time the staff member serves each respective school. This should be denoted using separate rows for each school served.
- **How should an LEA report that an employee decreased their hours?** If an employee transferred to work part-time at a different school inside the same LEA, report the employee as "Transfer- New School/Federal Role/Subject." If the employee reduced their hours at the same school as the previous year, report the employee as "Returned."
- **What if an employee worked at two schools last year, but only one school this year within the same LEA?** In the row that includes the role that the employee is returning, mark the employee as a "Returner" and adjust the FTE percentage accordingly. In the row of the role the employee left, mark the employee as a "Transfer- New School/ Federal Role/ Subject," change the FTE percentage to zero. If the employee left a teaching position, include the Previous School Year Below Effective Evaluation Rating.
- **What if the employee left the LEA after the audit date?** The data reported in this collection should only represent the LEA's faculty and staff roster as of Oct. 5, 2022. If the employee was employed at the LEA on Oct. 5, 2022, indicate the returning status as of that date.

LEA and School Information

The LEA and School Information section includes basic identifying information about the LEA and school in which the faculty or staff member serves regardless of the staff member's role.

Metric	Description/Special Considerations
LEA Name	This field should have the name of the LEA the staff member serves.
LEA Code	The unique OSSE-assigned identifier for the local education agency the staff member serves.
School Name	The name of the school that the staff member serves.
School Code	The unique OSSE-assigned identifier for the school the staff member serves.

Frequently Asked Questions

- **What if a staff member works at the LEA level in the main office?** If a staff member works at the main office, report "N/A" for the School Code and School Name.
- **What if a teacher teaches an online class and does not attend a physical school building?** If a staff member teaches an online class, report the school code associated with that online class. All teachers must be assigned to a school.
- **What if a staff member serves multiple schools?** If a staff member serves multiple schools, report each school the staff member serves along with the portion of time the staff member serves each respective school. This should be denoted using separate rows for each school served.

Role and FTE Percentage

The Role and FTE Percentage section includes information on the staff member's title, federal role and FTE percentage, regardless of the role the staff member serves. LEAs should use the employee's title to determine which federal role is appropriate. Each staff member's title falls within a federal role category. Use the [Definitions of Federal Roles document](#) as a reference.

Metric	Description/Special Considerations
Staff Member's Title	The employee's title as per the LEA.
Federal Role	The employee's federal role as per the Definitions of Federal Roles document.
Full-time employment (FTE) Percentage	The amount of time the staff member spends in performance of a role.

Frequently Asked Questions

- **Who should be classified as a teacher?** A teacher is defined as a school-based employee who instructs any core or non-core academic subject. Examples include general or special education teachers instructing students in the “core” subject areas of English language arts, math, science and social studies, as well as noncore subjects such as arts, world languages and physical education. LEAs should not include student support professionals in their reporting of teachers (e.g., speech therapists or social workers, counselors, librarians, coaches, principals, special education coordinators, program coordinators, deans, office staff, custodians or any other non-instructional personnel).
- **What if a staff member serves multiple roles?** Report each role the staff member serves using a separate row in the corresponding template. The FTE percentage in each row should represent the percentage of time the staff member spends carrying out that unique role.
- **How should the LEA determine the elementary versus secondary teacher classification?** Classify a teacher who teaches grades 1-6 as an elementary teacher. Classify a teacher who teaches grades 7-12 as a secondary teacher. However, if the teacher also works with fifth graders, an LEA should divide that teacher’s time across the two federal roles. For example, if a teacher equally spends time with fifth, sixth, seventh and eighth graders, include the teacher on two lines, with 0.5 FTEs for “Teacher, Elementary” based on the time spent with fifth and sixth graders and 0.5 FTEs for “Teacher, Secondary” based on the time spent with seventh and eighth graders.
- **How should the LEA report a special education teacher?** Report a special education teacher based on the grade level served (e.g., elementary teacher, secondary teacher). Their time should also be split between grade levels as noted above. Indicate that the staff member is a special education teacher on the “Special education teacher column.” Also, designate “Special Education” as the subject in the Years of Teaching Experience section of the data collection template and complete the “Special Education: Percentage of Time and Grades Served” section.
- **How should the LEA report school counselors?** Classify a school counselor who serves students grades pre-school through 6 as an elementary school counselor. Classify a school counselor who serves students grades 7-12 as a secondary school counselor. Report school counseling supervisors or directors using the “School Counselors/Directors” role.
- **How should the LEA report school counselors that serve special education students?** Classify the counselor as “Special Education Support Staff, Counselor/Rehabilitation Counselor” with the corresponding FTE.

- **How should the LEA report administrators and administrative support staff in an LEA that consists of a single school?** If your LEA consists of a single school and the LEA administrator is also the school administrator, report that staff member's FTE at the school level. In this case, select the "School Administrator" role. The same is true for an LEA administrative support staff member who is also a school administrative support staff member. Report that staff member's FTE at the school level.
- **How is the FTE percentage reported?** The FTE percentage is reported as a number. Report a staff member who works full-time as 1.0. Report a staff member who works half-time as 0.5. The majority of staff will be reported between 0.1 and 1.0. If a staff member regularly works overtime, that staff member's FTE percentage will exceed 1.0.
- **How should the LEA report Physical Education (PE) Teachers?** PE Teachers should be reported as Teachers in their corresponding grade spans and "Health and Physical Education" should be selected in the subject column.
- **How should the LEA divide an employee's time between two different roles?** Divide an employee's time based on the contact time spent in each role. For example, in the case of a teacher who works 3 hours out of a 6-hour workday as a pre-kindergarten teacher and 3 hours out of a 6-hour workday as a first grade teacher, the LEA would report the teacher's role as (a) "Teacher, Pre-Kindergarten" with an FTE percentage of 0.5; and (b) "Teacher, Elementary" with an FTE percentage of 0.5.

Special Education: Percentage of Time and Grades Served

The Special Education: Percentage of Time and Grades Served section includes information about the portion of time a staff member serves students with disabilities and the grade level of those students served. This section should be completed for:

- Teachers,
- Related Service Providers, and
- Special Education Paraprofessionals.

Metric	Description/Special Considerations
Special Education Teacher	The designation for a staff member who is a Special Education Teacher.
Special Education FTE	The amount of time the teacher, special education paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities. This metric is not required for school administrators.
Special Education Grades Pre-K 3 to Pre-K 4 FTE	The amount of time a special education paraprofessional serves students with disabilities in grades pre-K 3 to pre-K

NEW!

Metric	Description/Special Considerations
	4. This is only for paraprofessionals . This is a change from last year when this metric was recorded for all special education roles. Schools that do not serve pre-K 3 to pre-K 4 students should include an “NA” for this metric.
Special Education Grade K to Age 21 FTE	The amount of time a special education paraprofessional serves students with disabilities between kindergarten to 21 years old. This is only for paraprofessionals . This is a change from last year when this metric was recorded for all special education roles. Schools that do not serve grades K to age 21 should include an “NA” for this metric.

NEW!

Frequently Asked Questions

- **Are adult LEAs expected to complete the Special Education: Percentage of Time and Grades Served section?** Yes. Every LEA, including adult LEAs, is expected to complete every template. The only exception to this expectation is for fields that specify information for students outside of the age range served by that LEA.
- **What if a staff member serves students with disabilities exclusively?** If a staff member serves students with disabilities exclusively, report the special education percentage of time as 1.0.
- **Are there expectations for LEAs that do not receive IDEA funds?** LEAs that do not serve students with disabilities under IDEA are not expected to report special education staff (i.e., teachers, special education paraprofessionals, and related service providers).
- **What if a teacher has students with disabilities in the general education classroom?** Report the general education teacher’s special education percentage of time as zero (0), as they are not exclusively serving students with disabilities. Please keep in mind, the FTE should be based on the purpose of the position. If a teacher is hired to be the special education inclusion teacher, and focuses on students with disabilities, then their Special Education FTE would be 1.0. If a teacher is hired to be a general education teacher, and focus on all students, their Special Education FTE would be 0.
- **How should the LEA report a staff member who serves both special education and general education students?** If a staff member serves both special education and general education students, report the percentage of time the staff member serves students with disabilities under “Special Education Percentage of Time.” For example, if a staff member works 4 hours out of a 6-hour workday with students with disabilities and 2 hours out of a 6-hour workday with general education students, report the “Special Education Percentage of Time” as 0.67 (4/6 hours). Please keep in mind this does not mean that students with disabilities are the only ones in the room, or even the only students being served, but if a staff member is teaching four separate courses in a

resource room for special education students and two courses of general education, then the staff member would have a special education FTE of 0.67, and a total FTE of 1.0.

- **Will the sum of percentage of time serving grades pre-K 3 to pre-K 4 and grade K to age 21 equal 1.0?** If a paraprofessional serves students with disabilities exclusively and is a full-time staff member, the percentage of time serving students with disabilities grades pre-K 3 to pre-K 4 and grade K to age 21 will likely sum to 1.0.
- **How should the LEA calculate a paraprofessional's total time spent serving students with disabilities between grades pre-K 3 to pre-K 4 and grade K to age 21?** Consider the case of a paraprofessional who serves students with disabilities 4 hours out of a 6-hour workday. If the staff member spends 1 of those 4 hours serving students in grades pre-K3, and 3 hours with students in grade K, the LEA would report 0.17 (1 hour/6 hours) percentage in the "Special Education Grades Pre-K3 to Pre-K4 Percentage" category and 0.50 (3 hours/6 hours) percentage in the "Special Education Grade K to 21 Percentage" category.

English Learner FTE

The English learner (EL) FTE section includes information about the portion of time a teacher teaches in a language instruction educational program designed for ELs. This section should only be completed for teachers and should not be completed for school administrators or school service providers.

Metric	Description/Special Considerations
EL FTE	The amount of time the teacher serves in a language instruction education program designed for ELs. This metric is only required for EL teachers.

Frequently Asked Questions

- **How should the LEA report a staff member who serves both English learners and non-English learners?** If a teacher serves both EL and non-EL students, report the percentage of time the staff member serves ELs in a specific language instruction program under "EL FTE." For example, if a staff member works 4 hours out of a 6-hour workday teaching English to ELs, and 2 hours out of a 6-hour workday teaching math to all students in a program not designed for ELs, report the "EL FTE" as 0.67 (4/6 hours). Please round to two decimal places.
- **How should the LEA report teachers in bilingual programs?** If a teacher works in a bilingual program with ELs and is specifically teaching English, their time should be

included. For example, if a teacher is teaching English through a math class (content-based instruction or bilingual instruction), they should still be included with a 1.0 EL FTE.

Dual Language Program Instruction

The Dual language program instruction section includes information about a type of bilingual education in which students are taught in English and a partner language with the purpose that students develop bilingualism, biliteracy and cultural competency through standards-based instruction in both languages.

Metric	Description/Special Considerations
Dual Language Program Teacher	The designation for a teacher teaches in a dual language program. By definition, a teacher in a dual language program provides academic content in a partner language or in English.
Dual Language of Instruction	The language used to teach course curriculum to students. In dual language programs, teachers may provide instruction in English, a partner language, or both. The partner language is the language other than English in which students are attempting to achieve literacy.

Frequently Asked Questions

- **How does an LEA know if any of its schools are dual language schools?** A dual language school has a clear, defined dual language program across grades. The instruction in two languages is delivered by a professional teacher every day for at least 50 percent of the instructional time in a language other than English. Dual language instruction is not a world language class, nor is it an afterschool program offering foreign language enrichment and support.
- **Who is a dual language program teacher?** A dual language program teacher is a professional educator delivering instruction to students who are developing bilingual and biliterate skills. An English-speaking teacher may deliver instruction to a group of bilingual students every day and collaborate with a bilingual teacher who delivers instruction in a language other than English. Both teachers are dual language teachers.
- **What if a bilingual teacher is co-teaching with an English only teacher?** Co-teaching in a dual language program may look like a teacher delivering instruction in English and a partner teacher delivering instruction in a language other than English. In this scenario, indicate yes, on the dual language teacher column, and for the language of instruction

indicate “English” as the teacher is delivering 100 percent of instruction in English and the partner teacher is delivering 100 percent of instruction in a language other than English to one or more groups of bilingual students.

- **What if a bilingual teacher is a self-contained teacher delivering instruction in two languages?** A self-contained teacher is a bilingual teacher who is delivering instruction to one group of students in two languages. In this scenario, the LEA must include this teacher in two rows, in one row, indicate the percentage of time the teacher is delivering instruction in English and the other row indicate the percentage of time the teacher is delivering the instruction in the other language.

Certification Information

The Certification Information section includes information about a staff member’s qualification status and certifications. This section should be completed for:

- Teachers,
- Related Service Providers, and
- Special Education Paraprofessionals.

Even though local educator credentialing requirements vary by sector, OSSE is required by USED, Title III, and IDEA to report the number and percentage of staff working in DC schools who are certified.

Licensure requirements for each role:

Teachers (general and EL Teachers)

DCPS: DCPS teachers are required to be certified. (5A DCMR §1601)

Charter Schools: Charter LEAs may elect to require teachers to hold active educator credentials, but OSSE does not maintain this requirement for charter LEAs. (DC Code Ann. § 38-1802.04(c)(3))

Special Education Teachers

DCPS: ESSA amended IDEA section 612(a)(14)(C) by incorporating the requirement previously in IDEA section 602(10)(B) that a person employed as a special education teacher in elementary school, middle school, or secondary school must:

- Have obtained full certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the state special education teacher licensing examination, and hold a license to teach in the state as a special education teacher;
- Not had special education certification or licensure requirements waived on an

emergency, temporary, or provisional basis; and

- Hold at least a bachelor's degree.

Charter Schools: Special education teachers that work in a DC public charter school are required to hold at least a bachelor's degree. (This does not mean the employee is certified, it simply means the employee is qualified to hold a position as a special education teacher.)

Related Service Providers

IDEA requires OSSE to report whether the following special education support staff hold a license or certification in their field:

- Audiologist;
- Counselor/Rehabilitation Counselor;
- Interpreter;
- Medical/Nursing;
- Occupational Therapist;
- Orientation and Mobility Specialist;
- Physical Therapist;
- School Psychologist;
- Recreation and Therapeutic Recreation Specialist;
- Social Worker - OSSE school social worker; and
- Speech Language Pathologist.

For information on whether an OSSE credential or license from the Department of Health is required for employment, please visit the [OSSE Licensure- School Service Provider Certification](#) and the [DC Department of Health - Health professionals](#) webpage.

Special Education Paraprofessionals

Although OSSE does not grant special education paraprofessional licenses, and special education paraprofessionals who work in DCPS and charter schools are not required to hold a license or certification for employment in DC, OSSE is required to report whether special education paraprofessionals meet at least one of the following:

1. Have a high school diploma or General Equivalency Diploma (GED), and;
2. Holds an associate degree from an accredited college/university; or
3. Have completed two years of study (minimum of 48 credit hours) at an accredited college; or
4. Have passed the ETS ParaPro Assessment on or before Oct. 5, 2022.

Metric	Description/Special Considerations
DC License or Certification Status	The indication for whether the staff member holds an active educator credential in DC for his/her current role. This metric is required for teachers and related service providers.
DC Special Education Certification Status	The indication for whether the teacher holds a Special Education teacher credential from OSSE. This metric is only required for special education teachers.
DC EL Certification Status	The indication for whether the teacher holds an ESL/Teaching English to speakers of other languages credential or a bilingual credential from OSSE. This metric is only required for EL teachers.
License or Certification Field or Subject	The primary credential or certification field. May include more than one on the same line (i.e., English/Special Education). This metric is required for teachers and related service providers.
License or Certification Provider	The name of the provider that issued the credential or license. This metric is required for related service providers.
Passed PRAXIS Exam	The indication as to whether the special education paraprofessional passed the ETS PRAXIS ParaPro Assessment on or before Oct. 5, 2022. This metric is required for special education paraprofessionals.

Frequently Asked Questions

- Why does OSSE need to collect teacher certification?** OSSE is required to federally report teacher credentialing information for IDEA and Title III for all LEAs that receive those funds, regardless of sector. If a charter LEA does not collect information on teacher credentialing, they may mark the individual as not certified. Following receipt of an LEAs data, OSSE will look up these individuals in the state educator credentialing database. If a staff member holds an active, OSSE educator credential, then OSSE will update the credential status for that individual. Charter LEAs will have an opportunity to review these data by viewing the certification anomalies reports in the collection module.
- How should the LEA report information for a staff member who has multiple, current licenses or credentials?** If a staff member has multiple current licenses or credentials, report information for each license or certification, separated by a forward slash. For example, in the case of a staff member who holds a Special Education, Administrative Services, and Biology credentials, the LEA should include the multiple licenses as “Special Education/Administrative/Biology.”

Years of Experience

The Years of Experience section includes information about a teacher's or school administrator's experience, the grades taught, the individual's qualifications, and the LEA start date. This section should be completed for every staff member; however, every metric is not required for every individual.

Metric	Description/Special Considerations
Subject	The indication of the teacher's subject area. This metric is required for teachers and vacancies.
In-Field	The indication of whether the teacher is in-field in the subject area they currently teach, based on OSSE's definition: 1. Has a university degree in their field of teaching; 2. Has an active certification in their field of teaching; and/or 3. Has demonstrated at least one year of effective teaching in their field as measured by the LEA's teacher evaluation system. This metric is only required for teachers.
Novice Teacher	The indication of whether the teacher has zero (0) years of experience, or one year of experience and was found below effective in their first year of teaching. This metric is only required for teachers.
Principal Experience	The indication of the principal's experience as a principal. This metric is only required if the federal role is "School Administrator - Principal/School Leader."
Teacher Years of Teaching Experience	The years as a full-time teacher of record, not including the 2022-23 school year. This metric is only required for teachers.
Years of School Administrator Experience	The years as a full-time school administrator, not including the 2022-23 school year. This metric is only required if the federal role is "School Administrator - Principal/School Leader" and "School Administrator- Other."
LEA Start Date	The month/day/year the employee started at the LEA. If the LEA only has the year, record the LEA Start Date as 09/01 of the specified year. For example, if the staff member just started, indicate 09/01/2022. This metric is required for every staff member regardless of role.

Frequently Asked Questions

- **How should an LEA enter the LEA start date, if the LEA only collects the year?** If the LEA only has the year the staff member started, enter 09/01 of the specified school year. For example, if the staff member started in 2018 indicate 09/01/2018.
- **What if a teacher teaches in more than one subject area?** If a teacher serves in more than one subject area, the LEA should report subject along with the corresponding FTE percentage on a separate row.
- **Which subject should the LEA select for a special education inclusion teacher?** Indicate “yes” for Special Education Teacher and select “Special Education” as the subject for all special education teachers—both inclusion and self-contained.
- **How should the LEA record the years of teaching experience?** Record the years of teaching experience as a whole number, excluding the current year. If a teacher taught four and a half years prior to the start of the 2022-23 school year, report four years of teaching experience. Please note, for pre-populated data OSSE has already adjusted the values.
- **How should the LEA record less than one full year of teaching experience?** Report zero (0) years of teaching experience for a teacher who has taught less than one full year. For example, if a teacher started teaching in December 2021, report zero (0) years of teaching experience for that teacher because they have not yet taught a full year as of Oct. 5, 2022.
- **How should the LEA determine if a teacher is “In-Field?”** To determine if a teacher is “In-field,” check if they meet ANY ONE of these three criteria:
 - They were rated as “Effective” or “Highly Effective” in the same subject they are currently teaching in any previous school year.
 - They have a degree in a field related to the subject they are teaching. For example, if a high school social studies teacher has a B.A. in History, they would be considered “In-Field.”
 - They have an active educator credential or certification in the subject that they are teaching. (For charter schools, the educator credential could be in or out of state.)

Education and Preparation

The Education and Preparation section includes information about a staff member’s educational history. This section should be completed for:

- Teachers,
- Related Service Providers, and
- Special Education Paraprofessionals.

Metric	Description/Special Considerations
Highest Education Attained	The type of degree the staff member received.
Highest Degree Field/Major	The field/major in which the staff member received this degree. If staff has multiple fields, include both on same line (i.e., Math/Science).

Frequently Asked Questions

- **Should the LEA include information for each degree earned or just the highest degree earned?** The LEA should report education information on the highest level of education attained.
- **How should the LEA report education information for staff members who have multiple degrees at the same level?** If a staff member has multiple degrees at the same level, report information for each degree, separated by a forward slash. For example, suppose a staff member has earned two bachelor’s degrees in different fields. Report the bachelor’s degree Field/Major for the staff member as “Major 1/Major 2.”

Performance Ratings

The Performance Ratings section includes information about the teacher’s performance rating from the previous school year. This section should be completed for:

- Teachers (returners and leavers)

Most LEAs in DC evaluate teachers using a four-tier evaluation system. Below is an example of how an LEA can aggregate evaluation ratings on a four-tier system into the “effective/ineffective” categories required for OSSE reporting.

Metric	Description/Special Considerations
Previous School Year Below Effective Evaluation Rating	The indication for whether the teacher earned an evaluation rating below “effective” on the LEA's evaluation system for the previous school year. For example, mark “Yes” if the person was rated partially effective, minimally effective, not effective, or any other rating below effective.

LEA scale	Description	Previous School Year Below Effective Evaluation Rating
Ineffective	Teachers who do not show effectiveness in any area. This is the lowest rating for teachers. Other common terms are “Unsatisfactory” or “Not Proficient.”	Yes
Minimally Effective	Teachers who are not quite effective, but demonstrate some effective traits, or could be developed to be effective. Other common terms are “Developing,” “Not Quite Effective,” or “Somewhat Effective.”	Yes
Effective	Teachers who meet the bar for effective teaching at your LEA. Other common terms are “Satisfactory” or “Proficient.”	No
Highly Effective	The strongest teachers at your LEA.	No

Frequently Asked Questions

- **What if a teacher did not receive a rating in the previous school year?** If a teacher was not rated, please select the option “Not rated” from the dropdown values.
- **Should I include ratings for teachers that left the LEA?** Yes. To comply with the requirement, a rating must be entered for anyone who was reported as a teacher in the previous year’s faculty and staff collection.
- **How are the teacher evaluation ratings used?** OSSE is committed to continuous improvement in our ability to collect clean, accurate and meaningful teachers’ data, including teacher evaluation data, in order to: (a) meet our ESSA responsibility to ensure equitable access to excellent teachers, and (b) continue to provide high quality analysis for state, LEA and education preparation program audiences. For context on OSSE’s work to ensure equitable access to excellent educators, please refer to OSSE’s [District of Columbia Plan to Ensure Equitable Access to Excellent Educators](#), [LEA Equity Gap Calculation Guidance](#), and the [DC State Plan](#).